

GRADE LEVEL MODIFICATIONS

| GRADES 1-4 | LESSON MODIFICATIONS |
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| <p>Grade 1 Civics 19. Explain the process of voting using classroom issues (C-1A-E6) Roles of the Citizen 22. Define the meaning of the term <i>classroom citizen</i> (C-1D-E1)</p> | <p>HOME: introduces students to the idea of classroom citizenship.</p> <p>Vocabulary: citizen, vote, rules</p> <p>PARTY: Tell students that voting is an important right and responsibility of citizenship. Allow classroom citizens to register to vote.</p> <p>PLATFORM: Rule for A Day Activity. Discuss the need for classroom rules. Ask students to imagine there are no classroom rules. Allow students to propose possible rules for the classroom.</p> <p>CAMPAIGN: Allow students to discuss the pros and cons of each proposed rule.</p> <p>VOTE: Explain that voting is an important way that citizens make a difference. Explain that as classroom citizens, students will vote to select one new rule that the class will follow for the rest of the day. Allow students to vote for one new rule.</p> |
| <p>Grade 2 Civics 23. Define the meaning of the term <i>community citizen</i> (C-1D-E1) 26. Describe actions individuals or groups may take to improve their community (C-1DE4) 28. Identify a community issue and describe how good citizenship can help solve the problem (C-1D-E5)</p> | <p>HOME: introduces students to the idea of classroom and community citizenship.</p> <p>PARTY: Tell students that voting is an important right and responsibility of citizenship. Voting on laws and for candidates is one way that citizens make a difference in their community. Allow classroom citizens to register to vote.</p> <p>PLATFORM: Ask students to identify community issues or problems they would like to help solve (repairing a road, new stop sign, feeding the needy, etc). Describe how good citizenship can help solve the problem (contacting legislators or appropriate local official, volunteering, contacting media, running for an elected office, voting in elections, etc).</p> <p>CAMPAIGN: Explain that the class will select one community issue to help solve. Allow students to discuss the proposed issues/problems and the importance of each.</p> <p>VOTE: Explain that voting is an important way that citizens make a difference. Explain that as classroom citizens, students will vote to select one issue to help solve. Allow students to vote for one issue.</p> <p>Help students decide the appropriate course of action to produce the desired change.</p> |
| <p>Grade 3 Civics Structure and Purposes of</p> | <p>Responsibility of state government: As a class, explore the What Does Government Do for Me? Virtual city. See the BUDGET section of the interactive website for the Internet link.</p> |

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| <p>Government 24. Describe major responsibilities of state government (C-1A-E4)</p> <p>25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)</p> <p>26. Explain how government officials at the state and national levels are elected (C-1AE6)</p> <p>Foundations of the American Political Systems 28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)</p> <p>Roles of the Citizens 29. Identify the qualities of people who were leaders and <i>good citizens</i> as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3) 30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5)</p> | <p>Key Government Positions: The lesson introduces the offices of Governor and Secretary of State. The Governor is the chief executive officer and leader of the state. The Secretary of State is the chief elections officer and oversees voter registration. Both are elective offices.</p> <p>Officials at the state and national levels campaign for office and are elected by citizens who are registered to vote. Relevant portions of the lesson and interactive website: PARTY, PLATFORM, CAMPAIGN, VOTE.</p> <hr/> <p>HOME: introduces students to the idea of classroom, community, and state citizenship.</p> <p>PARTY: Tell students that voting is an important right and responsibility of citizenship. Voting on laws and for candidates is one way that citizens make a difference in their community and state. Allow classroom citizens to register to vote.</p> <p>PLATFORM: See the Spring 2007 Survey for issues that are important to Louisiana citizens. state voters. Describe how good citizenship can help solve the problem (contacting legislators or appropriate local official, volunteering, contacting media, running for an elected office, voting in elections, etc).</p> <p>Allow students to announce their candidacy for governor, campaign for office, and vote for a classroom governor.</p> |
| <p>Grade 4 Civics Structure and Purposes of Government</p> <p>22. Explain the role of government and the rights of citizens (C-1A-E3)</p> <p>25. Distinguish</p> | <p>Responsibility of state government: As a class, explore the What Does Government Do for Me? Virtual city. See the BUDGET section of the interactive website for the Internet link.</p> <p>Key Government Positions:</p> |

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| <p>between elected and appointed officials and give examples of each at the local, state, and national levels (C-1A-E6)</p> | <p>The lesson introduces the offices of Governor and Secretary of State. The Governor is the chief executive officer and leader of the state. The Secretary of State is the chief elections officer and oversees voter registration. Both are elective offices.</p> <p>Officials at the state and national levels campaign for office and are elected by citizens who are registered to vote. Relevant portions of the lesson and interactive website: PARTY, PLATFORM, CAMPAIGN, VOTE.</p> |
| <p>33. Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)</p> | <p>HOME: introduces students to the idea of classroom, community, and state citizenship.</p> <p>PARTY: Tell students that voting is an important right and responsibility of citizenship. Voting on laws and for candidates is one way that citizens make a difference in their community and state. Allow classroom citizens to register to vote.</p> <p>PLATFORM: See the Spring 2007 Survey for issues that are important to Louisiana citizens. state voters. Describe how good citizenship can help solve the problem (contacting legislators or appropriate local official, volunteering, contacting media, running for an elected office, voting in elections, etc).</p> <p>Allow students to announce their candidacy for governor, campaign for office, and vote for a classroom governor.</p> |
| <p>History Historical Thinking Skills 50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments) (H-1A-E1)</p> | <p>Voting Rights Timeline (See VOTE section of interactive website) As a class, view and discuss relevant portions of the Interactive Voting Timeline. The timeline explains which groups had the right to vote during specific periods of American History. The timeline also contains a section of Louisiana voting rights.</p> |